



**LISTEN AND COLOR: AN ACTIVITY TO TEACH
LISTENING SKILL OF FIFTH GRADERS OF SD 3 BAKALAN
KRAPYAK KUDUS IN ACADEMIC YEAR 2014/2015**

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2015**



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KRAPYAK KUDUS IN ACADEMIC YEAR 2014/2015**

SKRIPSI

**Presented to the University of Muria Kudus in Partial Fulfillment
of the Requirements for Completing the Sarjana Program
in the Department of English Education**

By

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2015**

MOTTO AND DEDICATION

MOTTO

- ✓Surely, Allah does not change the condition of a people until they change their own condition.(Ar Rad:11)
- ✓ The meaning of life will be got after passing struggle. (Imam Syafi'i)
- ✓ Life is struggle. At least struggling your own live. (Mario Teguh)



DEDICATION

I dedicate this research to:

- ✓ My parents, Mr. Anif Subiyanto & Mrs. Kusrini
- ✓ My sister Shofi Maylina & my brother Mathoril Hudha
- ✓ My friends in struggle SO FUNNY

ADVISORS' APPROVAL

This is to certify that this Skripsi Mu'awanatus Saniyah (2011 32 104) has been approved by the skripsi advisors for further approval by the Examining Committee.


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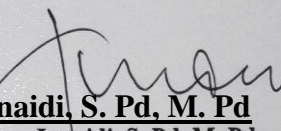
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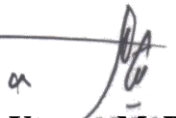
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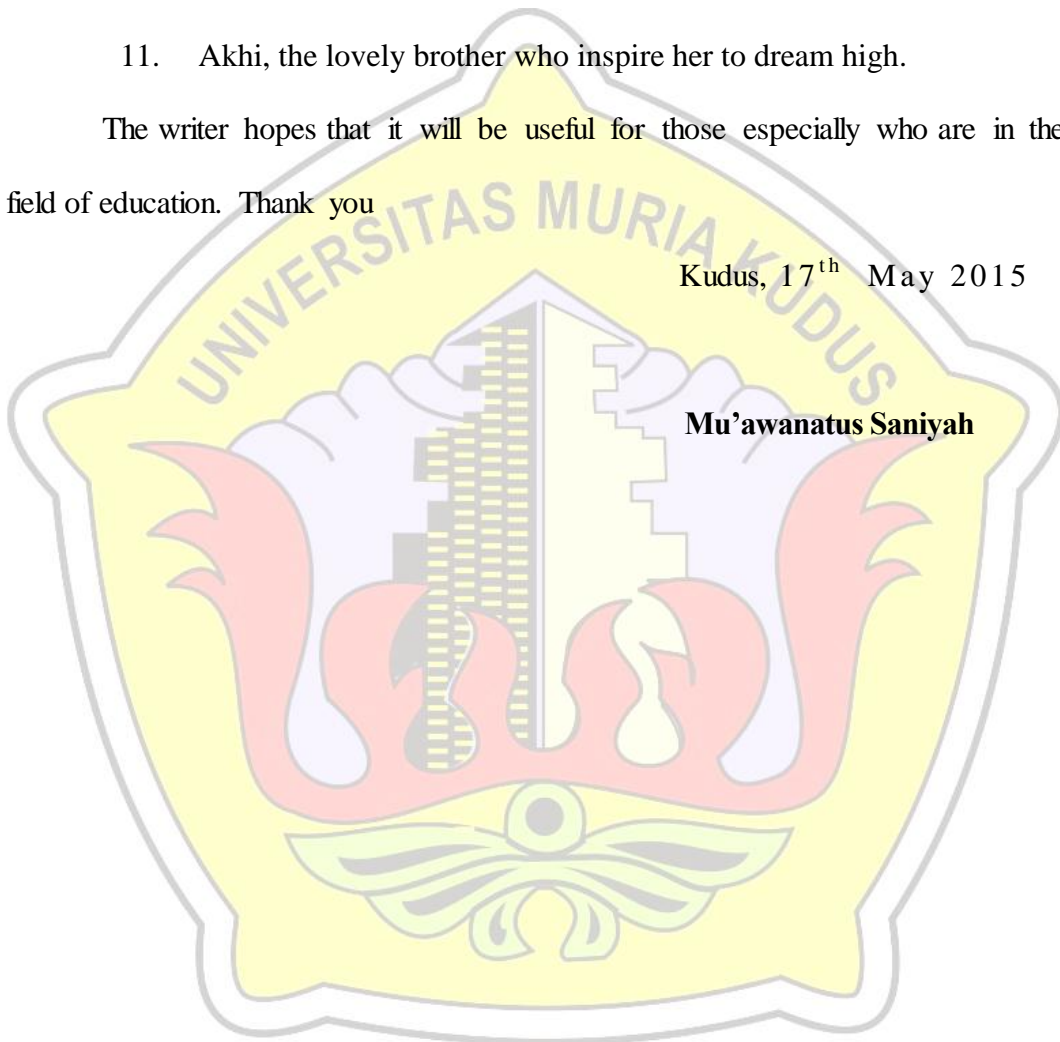
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The writer hopes that it will be useful for those especially who are in the field of education. Thank you

Kudus, 17th May 2015

Mu’awanatus Saniyah



ABSTRACT

Saniyah, Mu'awanatus. 2015. *Listen and Color: an activity to Teach Listening Skill of Fifth Graders of SD 3 Bakalan Krapyak in Academic Year 2014/2015*. Skripsi. English Education Department, Teacher Training and Education faculty, Muria Kudus University. Advisor : (i) Diah Kurniati, S. Pd. M. Pd,(ii) Rusiana, S. Pd, M. Pd

Keywords : English for young learners, listen and color activity, listening skill.

English which is learned by Elementary school students belong to English for young learners since the learners are about 6-12 years old. There is a little difference way to teach English for young learners since young learners have different characteristic from adult. In SD 3 Bakalan Krapyak, teaching English subject uses lecturing technique. This condition makes the students less practice especially in listening skill. Then, it affects much in their ability especially in listening since listening is reception and communication competence. There are some techniques can be used to teach listening for young learners. One of them is listen and color activity. *Listen and color activity* is a new activity that is use to teach listening in elementary school. Listen and color activity can be applied in all material (theme) in Elementary grade. Teacher can modify "Listen and Color activity" by the other media such as story, song and poem.

The objective of this research is to find out whether or not there is a significant difference between the listening skill of fifth graders of SD 3 Bakalan Krapyak in academic year 2014/2015 after taught by using *listen and color activity*.

The design of this research is quasi-experimental research design with one group design. The population of this research is the fifth graders of SD 3 Bakalan krapyak in academic year 2014/2015 in odd semester and the number of students is 10. The instrument of this research is test.

The result of the research shows that the mean score of pretest is 76, the standard deviation 8.35 from the mean score it can be categorized as good. The mean score of posttest is 90.5 and the standard deviation is 9.08 so, it can be categorized as excellent. The result of experiment shows the calculation of t-test with degree of freedom(df)= 9 and the significance level 0.05, t-obtained is 3.783, it is higher than t-table (t-table=2.262). It makes the alternative hypothesis is confirmed. It means that there is significant difference between the listening skill of fifth graders of SD 3 Bakalan Krapyak in academic year 2014/2015 before and after being taught by using *Listen and Color Activity*.

Due to result of the research the there are some suggestion, they are the teacher should explore more about listen and color activity by providing various theme, media, and instructions etc. Then, The teacher should use more often *listen and color activity* to increase their activeness in listening activity.

ABSTRAK

Saniyah, Mu'awanatus. 2015. *Dengar dan Warnai: Sebuah Aktifitas untuk Mengajar Keterampilan Mendengar bagi Siswa Kelas V SD 3 Bakalan Krapyak Pada Tahun Ajaran 2014/2015*. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Diah Kurniati, S. Pd. M. Pd, (ii) Rusiana, S. Pd, M. Pd

Kata kunci : Bahasa Inggris untuk anak-anak, aktifitas dengar dan warnai, keterampilan mendengarkan.

Bahasa inggris yang dipelajari di sekolah dasar termasuk ke dalam pembelajaran English untuk pembelajar muda karena usia mereka 6-12 tahun. Ada sedikit perbedaan untuk mengajar bahasa Inggris untuk pembelajar muda. Di SD 3 Bakalan Krapyak, pembelajaran bahasa Inggris masih menggunakan metode ceramah. Kondisi ini membuat siswa kurang latihan khususnya dalam keterampilan mendengarkan. Hal ini berdampak pada kemampuan berbahasa mereka khususnya keterampilan mendengarkan, dikarenakan mendengarkan adalah kecakapan penerimaan dan komunikasi. Ada beberapa teknik yang dapat digunakan untuk mengajar keterampilan mendengarkan, salah satunya aktifitas dengar dan warnai. Dengar dan warnai adalah aktifitas baru untuk mengajar keterampilan mendengar bagi siswa sekolah dasar. Aktifitas dengar dan warnai dapat diaplikasikan pada semua tema di tingkat sekolah dasar. Guru dapat memodifikasi aktifitas dengar dan warnai dengan media lain seperti cerita, lagu dan puisi.

Tujuan dari penelitian ini adalah untuk menemukan apakah ada perbedaan yang signifikan antar keterampilan mendengarkan siswa kelas V SD 3 Bakalan Krapyak pada tahun ajaran 2014/2015 setelah diajar menggunakan *aktvitas dengar dan warnai*.

Desain penelitian ini adalah quasi eksperimen dengan satu kelompok. Populasi dari pnelitian ini adalah kelas V SD 3 Bakalan Krapyak pada tahun ajaran 2014/2015 pada semester genap dan jumlah siswa 10 orang. Instrumen yang digunakan dalam penelitian ini adalah tes.

Hasil penelitian menunjukkan bahwa nilai rata-rata pretest sebesar 76, standar deviasi sebesar 8.35, dari nilai rata-rata dapat dikategorikan "baik". nilai rata-rata posttest sebesar 90.5 dan standar deviasi 9.08, jadi dapatdikategorikan "unggul". Hasil penelitian menunjukkan hitungan t-tes dengan derajat kebebasan 9 dan tingkat signifikansi sebesar 0.05(5%), hasil t diperoleh 3.783, lebih tinggi dari tabel t (tabel $t=2.262$). Hasil ini membuat hipotesis alternative diterima. Artinya ada perbedaan yang signifikan pada keterampilan mendengarkan siswa SD 3 Bakalan Krapyak pada tahun ajaran 2014/2015 antara sebelum dan sesudah diajar menggunakan *aktifitas dengar dan warnai*.

Berdasarkan hasil penelitian ada beberapa saran, guru harus menyelidiki lebih banyak tentang aktifitas dengar dan warnai dengan menyediakan variasi tema, media dan intruksi. Guru juga harus lebih sering menggunakan aktivitas dengar dan warnai untuk meningkatkan keaktifan siswa dalam aktifitas mendengarkan.



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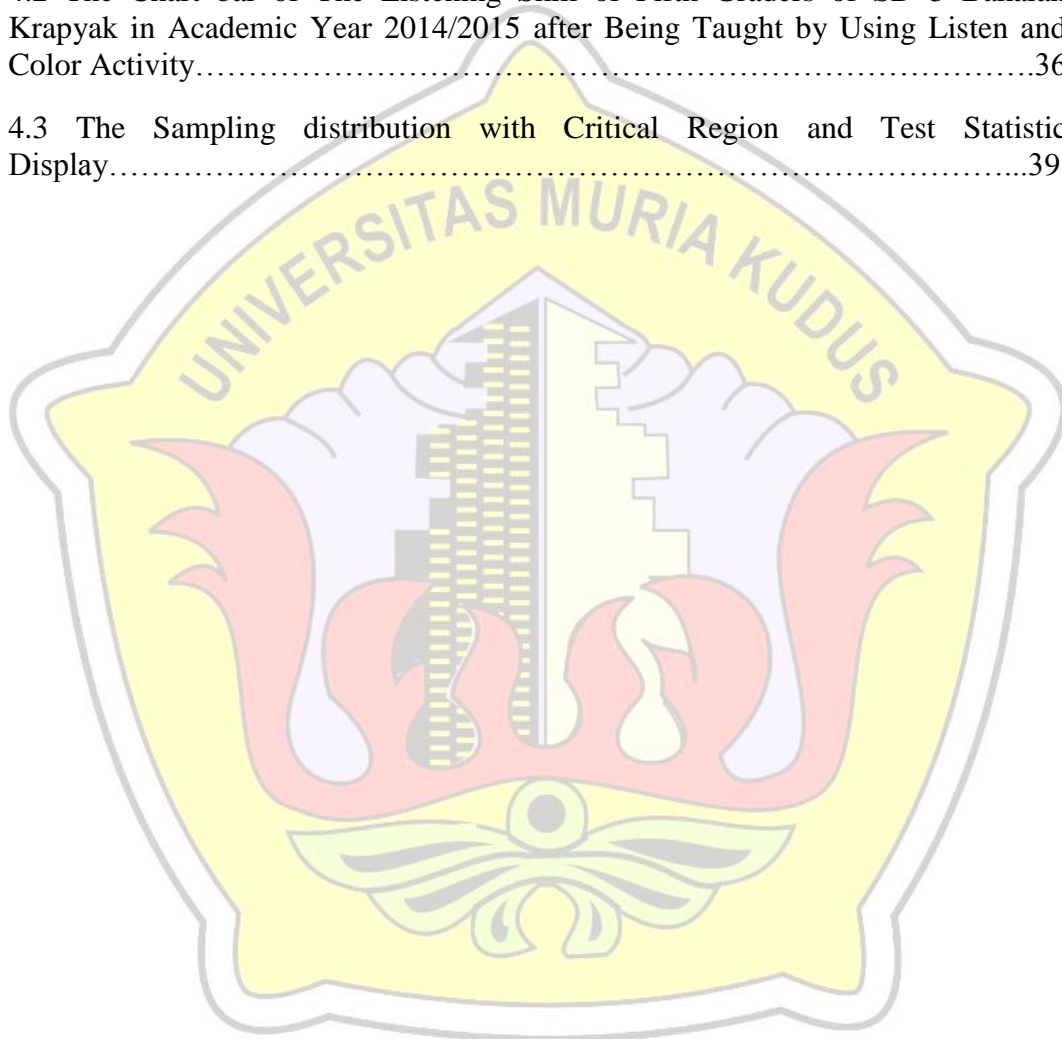
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